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ABSTRACT

Carry Nation's personality, religious beliefs, and marriages to Charles Gloyd and, after his death, to David Nation all formed her into the reformer for which she became known. Carry Nation was involved in a variety of reform causes including prohibition, anti-smoking, women's health, and suffrage. Her prohibition reform efforts took place after Kansas had ratified its prohibition amendment in 1880 and before the federal prohibition amendment became a reality in 1919. Initially she worked within the law, but in June of 1900 a voice in a dream inspired her to use different tactics. The voice told Carry to take something in her hands, throw it at saloons in Kiowa, Kansas, and smash them. She began throwing rocks but quickly switched to a hatchet, a tool that could be used more than once. This curriculum packet about Carry A. Nation's activities in Kansas contain the following materials: "Carry A. Nation Photo"; "Historical Background"; "Prohibition: Individual Rights vs. Common Good Grades 4-12, Time Line Activity"; "Carry Nation: 'Our Loving Home Defender' Biography Lesson Grades 4-6, Nonfiction Activity"; "Smasher's Mail Grades 7-9, Historical Document Activity"; and "Individual Rights and Laws Grades 10-12, Nonfiction Activity". (BT)

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Carry A. Nation: "The Famous and Original Bar Room Smasher"

Curriculum Packet

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These materials were prepared by the Education and Outreach Division of the Kansas State Historical Society in conjunction with *Carry A. Nation: "The Famous and Original Bar Room Smasher,"* an exhibit showing at the Kansas Museum of History from January to October 2001.

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Carry A. Nation

November 25, 1846 - June 9, 1911

HISTORICAL BACKGROUND

Prohibition in the United States

The prohibition, or temperance, movement began gaining momentum in the United States as early as the 1820s. Temperance was part of a larger reform movement taking place in the United States during the nineteenth century. Reformers sought to improve people's lives in a number of ways such as encouraging people to give up alcohol, supporting women's rights issues, improving the treatment of criminals and the insane, and supporting universal education. Reformers often sought to improve human life by controlling it

The control of alcoholic beverages played an important role on the national scene into the early to mid twentieth century. Maine became the first state to outlaw the manufacture, transportation, and sale of intoxicating beverages in 1851. Other states followed Maine's lead, but most of their laws were short lived. Prohibition laws existed only in Maine, Kansas, and North Dakota by 1900, but the tide was once again beginning to turn in favor of prohibition. Two-thirds of the states had laws banning liquor by the time the Eighteenth Amendment to the U.S. Constitution was ratified in 1919. As with many of the state laws, the Eighteenth Amendment prohibited "the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof

Reformers saw in alcohol a connection to many of the other "sins" of the day including political machines, prostitution, crime, and public disorder. Prohibition to them was more than taking away the vice of alcohol. Reformers felt that by taking away alcohol, the cause of many problems in their opinion, the other "sins, would disappear also. Some leaders supported moderation while others saw salvation in abstinence. Some favored voluntary pledges of abstinence while others fought for government control. Despite these differences the temperance movement received wide support. Women in particular saw in prohibition a way to protect their families against the excessive use of alcohol by those responsible for the financial support of the family, mainly husbands and fathers.

In general, the prohibition movement aligned the rural, native-born, fundamentalist Americans against urban, immigrant, Catholic Americans. Religious groups that tended to have stronger followings in rural areas condemned drinking. Most saloons tended to be in urban areas and serve as gathering places for the working class. Many in the urban working class were immigrants who saw alcohol as part of their ethnic heritage. The states resisting prohibition consisted mostly of those with industrial centers or large immigrant populations.

Prohibition in Kansas

During its territorial days Kansas became known by the more colorful name of "Bleeding Kansas." The struggle over whether Kansas would enter the union as a slave state or a free state drew some easterners to Kansas Territory to support the free-state cause. Many brought with them strong convictions, including a belief in the temperance movement. As early as 1855 reports surfaced of violence against saloons in Kansas Territory. Isolated outbreaks of violence continued after statehood. They usually involved women whose "weapon of choice" was often an axe or hatchet. In 1880 Kansas added a prohibition amendment to its state constitution.

In Kansas, as in the nation, many temperance supporters felt frustrated by the lack of enforcement of prohibition laws. At the end of the nineteenth century Kansas citizens struggled over the question of repealing the prohibition amendment.

Prohibition seemed to lose support during the 1890s. A U.S. Supreme Court decision allowed for the selling of alcohol in "original packages," with a manufacture's label. As the impact of this decision spread across the nation

"supreme court" saloons (saloons serving liquor in "original packaging") began appearing. Enforcement of prohibition laws decreased even more. In reaction to these events two temperance organizations began renewing their fight in Kansas. By 1900 they raised the question of why, if saloons could be closed by city officials on election days, Sundays, holidays, and when the temperance groups came to town, couldn't they be closed every day? It was on this stage that Carry Nation became a visible leader in the prohibition movement.

Carry Nation

With the birth of Carrie Amelia Moore in Kentucky in 1846 the reform movement gained a staunch supporter. Religion, one of the guiding forces in her life, was integral to her from childhood. At ten she experienced her first formal religious experience with her baptism into the Campbellite Christian Church (Disciples of Christ). By the time she reached her teens the personality traits that she became noted for throughout her life were formed: "intelligence, dominance, combativeness, drollness, generosity, an almost childlike candor, and a high-voltage energy which led to an insatiable fascination with the spiritual and moral values of humankind."[1]

Her marriage to Charles Gloyd in 1867 marked Carry Nation's entrance into the world of women and families affected by alcohol. Gloyd, her first and only true love, appeared at her parents' house as a boarder. They fell in love, but Nation's parents disapproved because Gloyd drank. The couple married anyway. Gloyd's drinking became worse. Pregnant with their only child, Carry Nation returned to her parents' home. Gloyd protested, "Pet, if you leave me, I will be a dead man in six months." He continued to drink, and his prediction came true. He died at the age of twenty-nine leaving behind a twenty-three-year-old wife and an infant daughter.

Carry Nation worked to support her daughter, mother-in-law, and herself. At one point when their situation became more difficult than usual she turned to her God. She asked God to direct her to a second husband able to support her and her family. She felt her faith led her to David Nation, a minister, lawyer, and newspaperman. Unfortunately, David Nation did not find success in his occupations, and Carry Nation worked once again to support her family. Life was not easy as the family often had little money to live on, her daughter spent many childhood years seriously ill, and she realized that her marriage to David Nation was not a happy one. He eventually divorced her.

Her personality, religious beliefs, and marriages to Gloyd and Nation all formed Carry Nation into the reformer for which she became known. Through most of her life she worked to improve the lives of others. Her regard for and sensitivity to blacks, Jews, and Catholics far exceeded that of the average citizen of the period. She had a warmth, joy, and intelligence about her that often impressed people around her. Carry Nation was involved in a variety of reform causes including prohibition, anti-smoking, women's health, and suffrage.

Carry A. Nation's prohibition reform efforts took place after Kansas had ratified its prohibition amendment in 1880 and before the federal prohibition amendment became a reality in 1919. Initially she worked within the law to close down saloons in Medicine Lodge and other communities. In June of 1900 a voice in a dream inspired her to use different tactics. The voice told her to take something in her hands, throw it at saloons in Kiowa, and smash them. She began throwing rocks but quickly switched to a hatchet, a tool that could be used more than once. Nation's goals were twofold: the destruction of illegal property and the conversion of saloon keepers. After a

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[1] Robert Smith Bader, "Mrs. Nation," *Kansas History: A Journal of the Central Plains*, (Winter 1984-85): 248.

verbal confrontation between Carry Nation and a group of saloon owners in Kansas City a reporter wrote, "these saloon men were strongly moved by the talk Mrs. Nation gave them. She meant what she said – they understood that. They knew she was not resentful and did not despise them just as they understood how resolved she was to make them close their joints."[2]

Once while she spoke on a street in Topeka, a man ran from a candy store and handed her several small pewter hatchet pins. He suggested, "Sell them to this crowd and you can pay your costs and fines this month." The crowd quickly snatched them up. She continued the practice to pay her fines, her railroad fares, her hotel bills, and to support a home for drunkards' wives. She carried the pins in a leather handbag, which appears in many photographs of her.

Carry's efforts to compel the enforcement of prohibition laws brought her both notoriety and ridicule. She found herself in jail a number of times after using force to make her point. Eventually she traveled the lecture circuit speaking in a variety of settings from college campuses to vaudeville. She used her notoriety to promote her causes. While some people complained about the places she chose to speak, she believed that she needed to go where those people were who needed her. After years of struggling to bring about change, Carry collapsed on stage in 1911. Her final public statement echoed the manner in which she lived her life, "I have done what I cou

To many people Carry will always be "The Lady with the Hatchet," but the hatchet is just a symbol of what she stood for. Her methods may have been extreme, but there was no doubt that she sincerely wanted to improve the lives of others.

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[2] Robert Smith Bader, "Mrs. Nation" (*Kansas History*, Winter 1984-85) 253.

Prohibition: Individual Rights vs. Common Good

Grades 4-12

This lesson correlates to the Kansas Curricular Standards in the following ways:

Civics and Government - Fourth Grade

Benchmark 1, Indicator 2 - The student applies criteria useful in evaluating rules and laws (i.e., criteria: common good vs. individual rights, possible to follow).

Civics and Government - Eighth Grade

Benchmark 4, Indicator 2 - The student acquires and records relevant information about issues involving rights, privileges, and responsibilities.

Civics and Government - Eleventh Grade

Benchmark 2, Indicator 2 - The student describes how citizens' responsibilities require subordination of their personal rights and interests for the public good (e.g., justice, fairness, equity).

Advance Preparation:

1) Read the Historical Background below.
2) Read the Kansas Government Review worksheet. If you plan to use this, make copies for all studen Consider using it as a homework assignment prior to doing the rest of the activity.
3) Make two copies of the Time Line activity. Cut one copy apart to hand out to students. Keep the se as your answer key.

Historical Background:

A constitution, by its very nature, forms the backbone of a nation by setting up the government's pla its basic laws. The United States Constitution is a document that binds its citizens together in an agree follow one plan for the good of the whole, one plan that works for millions of people. Yet, at the same United States is made up of fifty states that abide by the U.S. Constitution, but each state has a constitu its own. The United States is composed of people from around the world who bring with them a multit cultural and religious beliefs. For them to live together as one nation they must learn to respect each o their differing beliefs. These citizens with differing beliefs, customs, and religions must work togethe common ground. At times this means compromise and at times it means giving up some individual rigl common good of all citizens. Our constitution is the glue that binds us all together, but it is also a livin document that is forever being discussed, challenged, supported, and interpreted.

The issue of prohibition is one that clearly shows the struggle for balance between individual rights compromise for the common good of all citizens. The abuse, or misuse, of alcohol was a concern for throughout the history of the United States. Initially, the regulation of alcohol was left to local governi This allowed for more individual choice. For example, a town consisting mostly of people whose cultu traditions included the consumption of alcohol would have few, if any, prohibition laws. In the same st however, might also be a town comprising mainly people who strongly discourage the drinking of alcol town would very likely have strong prohibition laws.

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A growing number of people became dissatisfied with how this prohibition was regulated at the loca Many became part of a reform movement that swept across the country around the time of the Civil Wa is the same time period when Kansas became a territory. Often abolitionists moving to Kansas Territo brought with them their beliefs on the control and regulation of alcohol with them. Reformers felt it w duty to "save" people from activities they considered immoral, such as drinking. They felt that for the everyone state and national laws should be passed to control the consumption of alcohol. Laws such as allow for less individual choice than does local control. For more than one hundred years Kansans stru with the issue of who, if anybody, had a right to control an individual's consumption of alcohol. Kansas among the leaders in the prohibition movement and among the last to end it.

Prohibition did not take place in isolation. Three important issues to keep in mind are:

1) **Reformers hoped to get rid of the evils in society and create a more moral society.** Prohibition was part of a larger reform movement taking place in the United States during the 1800s. It began g momentum in the United States as early as the 1820s. People believed that getting rid of the "evils" society would create a better life for everyone. Alcohol reformers differed in their approach. So favored voluntary pledges of abstinence from individuals while others fought for government contr supported moderation while others wanted only total abstinence. Some believed in working within framework of the government while others felt that force was necessary to make their point.
2) **The temperance and prohibition movements exhibited little understanding or acceptance of cultural beliefs and traditions of other groups.** Alcoholic beverages played an important role in the lives of certain ethnic groups, such as German immigrants who owned breweries in Kansas. Upon their arrival to the United States many immigrants tended to settle first in urban areas where work was more easily obtained. Many of these Americans saw liquor as part of their cultural herita and therefore opposed prohibition. They felt temperance reformers wanted to take away their right through prohibition and place the government in a position to decide which cultural traditions were good or bad, moral or immoral.
3) **In general, the temperance and prohibition movements reflected an urban vs. rural struggle.** The crusade for prohibition began in Protestant urban areas where it found support with reformers concerned about good government and public morality. Once started the movement generally placed rural Americans against urban Americans. Religious groups that favored prohibition tended to have a stronger following in the rural areas. Most saloons tended to be in urban areas where they often served as gathering places for the working class.

Vocabulary:

Common good	For the benefit of the public health, safety, or well-being.
Individual rights	Refers to the rights guaranteed to citizens in the Constitution and Bill of Rights.
Moral	Good and honest in behavior and character. Having to do with what is right and wrong.

Prohibition	Forbidding by law the manufacture, transportation, and sale of intoxicating liquor (alcohol) except for medicinal and sacramental purposes.
Rule of law	The concept that widely known and accepted rules and laws of society are followed by those in authority as well as by the governed.
Temperance	Moderation in, or abstinence from, the use of intoxicating drink.

Activity:

1) Use the Kansas Government worksheet to review the role of government.

2) Introduce the topic - The U.S. Constitution guarantees us certain rights, but at times the majority of lawmakers decides it is necessary to make decisions or pass laws that compromise these rights for the common good of all citizens.

3) Introduce the example - Prohibition is one example of this struggle between individual rights vs. common good. Explain the meaning of prohibition and temperance.

4) Review prohibition time line. - Review the Time Line material with class and have students place the pieces in order on the wall. Look at all the changes occurring in prohibition in terms of individual rights vs. common good. In which direction is prohibition moving at any given time? Usually the more rules, regulations, and laws in place the more individual rights are given up. (One way to watch these changes over time is to rank time-line pieces on a scale of 1 to 10 with 1 reflecting support of 100% individual rights and 10 reflecting 100% support of making decision based on the common good of all citizens.)

5) Ask students to think about issues in today's world that bring forward the same questions of individual rights vs. common good. For example, consider one of today's alcohol laws in Kansas. People are considered adults in the United States at the age of eighteen yet it is illegal for them to drink at this age. Some other issues may involve cultural or religious beliefs such as pacifists in a country where males are required to register for the draft when they turn eighteen. After discussing issues such as these in terms of individual rights vs. common good, discuss what options people have open to them to express themselves and their views. Examples might include: writing to legislators, voting, becoming active in a political party or social action group, speaking to your friends and family about your views, running for office, or writing a letter to the editor of a newspaper.

Extended Activities:

History

- Have students do additional research on events in the Time Line. Sources such as A.T. Andreas and William G. Cutler's *History of the State of Kansas*, first published in 1883, provide information about prohibition at the time of Kansas Territory and early statehood. (A complete transcript of this text, and many others, can be accessed at http://www.ukans.edu/carrie/kancoll .)

Writing

- Have students write a letter to the editor of a newspaper about an issue they feel strongly about.

Time Line Activity

1) 1851 - MAINE OUTLAWS LIQUOR

- Maine passed the first statewide prohibition laws in 1851. At this time liquor laws were made and e on a local level throughout the nation.
- Many other New England and midwestern states followed Maine's lead, but few kept the laws for m than a few years.
- By 1900 only Maine, Kansas, and North Dakota has statewide prohibition laws.

2) 1854 - LOCAL CONTROL IN KANSAS TERRITORY

- When Kansas became a territory in 1854 people began moving to the territory hoping their numbers influence whether Kansas entered the union as a slave state or free state.
- Many of the antislavery people moving to Kansas Territory were involved in reform movements in t They brought their beliefs with them, including those about prohibition. They felt that prohibition was to ensure the moral behavior in the new state.
- Kansas Territory had a local control law that allowed each township the option of issuing liquor lice

3) 1861 - STATEHOOD FOR KANSAS

- Prohibition was one issue discussed during the writing of the Kansas Constitution. Some thought p should be included in the constitution while others did not.
- Kansas entered the union with local control of liquor laws.
- Temperance supporters were not happy with local control. Prohibition became a major political iss Kansas.

4) 1880 - KANSAS ADOPTS CONSTITUTIONAL PROHIBITION AMENDMENT

- In 1881 Kansas became the first state in the nation to adopt a constitutional amendment dealing with prohibition.
- The amendment prohibited the manufacture, importation, and sale of alcohol.
- Not all the legislators agreed that this amendment should be approved. Constitutional amendments h be voted upon by the citizens of the state. The voters ratified the amendment.
- Once prohibition was the law in Kansas not enough money or law enforcement was made available t enforce the law. Many reformers, such as Carry Nation, tried to force the government to enforce the la taking action against saloons themselves.

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5) 1919 - NATIONAL PROHIBITION LAWS

- The United States passed the Eighteenth Amendment making the manufacture, transportation, and sa intoxicating drinks illegal.
- As in Kansas not enough money or law enforcement was made available to enforce the laws.
- In 1900 only three states had statewide prohibition laws. By 1919 two-thirds of the states had these of laws.

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6) 1933 - NATIONAL PROHIBITION REPEALED

- In his first one hundred days in office President Franklin D. Roosevelt legalized beer and light wine.
- Roosevelt took office early in the period of the Great Depression. Many thought his action helped public spirits.
- In December of Roosevelt's first year in office the Eighteenth Amendment was repealed. This put t of prohibition back in the hands of individual states.
- Kansas remained a dry state even after the national amendment was repealed.

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7) 1937 - KANSAS CONTINUES "DRY"

- The Kansas legislature loosened the liquor laws to allow the sale of 3.2 beer.
- As in the years since prohibition had become law in Kansas liquor was readily available. Many calle

prohibition laws hypocritical.

8) 1948 - KANSAS REPEALS AMENDMENT

- Prohibition was a political issue during the 1946 gubernatorial election.
- After the election the new attorney general increased arrests connected to illegal liquor sales and bootlegging.
- In 1948 the Kansas constitutional amendment was sent to the voters of Kansas. Kansas citizens vot repeal the constitutional ban on alcohol. The sale of packaged liquor became legal.
- Counties that voted dry (did not favor repealing the constitutional amendment) had the choice to ren Many did.

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9) 1965 - KANSAS ADOPTS PRIVATE CLUB LAW

- Although the state prohibition amendment was repealed in 1948, Kansas liquor laws continued to re very strict when compared with those of many other states.
- The Kansas legislature passed the Private Club Law. This law legalized the "bottle clubs" that had bc operating illegally in Kansas. (Members of the club could bring their own liquor which the club could and serve. Only members of private clubs had these privileges.)

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10) 1979 - LIQUOR-BY-THE-DRINK ALLOWED IN CLUBS

- Action by the Kansas attorney general led to the passage of the law that allowed the sale of liquor-by drink in private clubs. Under this law members of "private clubs" could purchase liquor-by-the- drink. club member no longer had to furnish his/her own liquor. Only members of private clubs had these pri Restaurants and taverns were limited to serving 3.2 beer.)

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11) 1986 - LIQUOR-BY-THE-DRINK LEGALIZED

- Kansas passed a law legalizing liquor-by-the-drink. (The law was no longer limited to members of p clubs.)
- Counties had the option of having stricter county laws. Originally only 39 out of 105 counties votec of liquor-by-the-drink. By 1996, 47 out of 105 counties adopted the state law. Local control is still fc

Kansas regarding liquor laws.

- Kansas remains a fairly dry state today.

Name _____

Kansas Government Review

When people live in groups they use various forms of government to help make their communities work. While forms of government may vary from group to group they usually all are responsible for establishing rules the people in the group need to live by. The United States has a representative government. This means that we elect people to make decisions for us at the national, state, and local level.

Kansas, like the United States, has three branches of government. The legislative branch makes the laws. The executive branch enforces, or carries out, the laws. The judicial branch interprets the laws. Each branch has specific powers that enable it to function effectively. Each also has other powers to check, or limit, the powers of the other two branches. This keeps the three branches of government balanced in terms of how powerful they are. IN this system any one branch cannot become too powerful. This system is called checks and balances.

Kansas, like the United States and the other states, has a constitution. The Kansas Constitution is the document containing the government's plan and laws for the state of Kansas. Proposed amendments, or changes, to the constitution can only be introduced by the legislature. These proposed constitutional amendments must pass the legislature with a two-thirds majority. After this the propose amendment is submitted to the voters for ratification, or approval. It must receive approval from a majority of the voters. Once ratified, the amendment becomes part of the constitution. At this point th executive branch of the government becomes responsible for enforcing the amendment.

Write the number of the correct definition in the right-hand column next to each word or phrase in the left-hand column.

_____	Constitutional amendment	1. Makes the laws.
_____	Checks and balances	2. A form of government made up of officials elected by the citizens.
_____	Judicial branch	3. Changes to the document that contains the laws and plan of a government.
_____	Constitution	4. Specific powers that allow each branch to limit the power of the other branches thus creating a balanced governmental structure.
_____	Legislative branch	5. Interprets the laws.
_____	Representative government	6. The document containing the law and plan of a government.
_____	Executive branch	7. Enforces the laws.

Carry Nation: "Our Loving Home Defender"
A Biography Lesson

Grades 4-6

This lesson correlates to the Kansas Curricular Standards in the following areas:
Kansas History - Fourth Grade
Benchmark 5, Indicator 1 - The student researches contributions made by notable Kansans in history (e.g., Carry Nation).

Reading - Fifth Grade
Benchmark 2 - The proficient reader decodes accurately and understands new words in reading materials.
Benchmark 5 - The proficient reader draws conclusions supported by the text.

Advance Preparation:

1) Read the Historical Background material at the beginning of this packet and Documents 1 and 2. The documents are excerpts from the autobiography of Carry A. Nation. (Note that these pieces represent secondary source materials even though they were written by Carry Nation herself. Since they were written years after the events took place they are considered secondary sources. They are Nation's memories of the events. Since they were written years after the events took place her views and understandings of them were influenced by information, events, and experiences in her life that occurred during those intervening years'.
2) Decide how class will work on this activity and make copies accordingly. Will each student get a copy of each document or will half the class receive Document 1 and the other half receive Document 2?
3) Make one copy of Worksheet 2 for each document distributed to the students. Students should complete one worksheet for each document.

Vocabulary:

Brick-bats	A fragment or piece of a hard material such as a brick.
Constable	A law enforcement or police officer responsible for keeping order.
Dive	Place where alcohol is sold such as a saloon, tavern, or joint.
Harrass	To bother or annoy again and again.
Jointist	Someone who operates a saloon, tavern, joint, or dive.
Molasses	A sweet, thick, yellowish brown syrup made from sugarcane.
Remonstrance	A sincere presentation of your concerns.
Statute	A law passed by the legislature.
Washing	Doing laundry for other people to earn money.

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Activity:

1) Provide the class with a brief background on prohibition and Carry Nation.
   - Alcohol became illegal in Kansas in 1881, but the laws were not strongly enforced.
   - Reformers wanted to improve peoples' lives and often tried to do this by prohibiting what they believed were bad influences. One such reformer in Kansas was Carry Nation.
   - Women did not have the right to vote until 1912 in Kansas and 1920 nationally (Nineteenth Amendment to the United States Constitution).

2) Divide the class in half. Give half a copy of Document 1 and the other half a copy of Document 2. Give each student a copy of Worksheet 1. Have students read their document and answer the questions on the worksheet. They should be prepared to discuss the document they read.

3) Discuss the documents.
   - Use the answer key provided to help direct the discussion.
   - Why does the class think Carry Nation felt she was justified in taking the actions she did?
   - What does the class think about the decisions Carry Nation made? About the actions she decided to take?

4) After the discussion offer them some additional background information. Ask the class if this information alters their views of Carry Nation and her actions in any way.
   - Nation wanted to help others - Throughout most of her adult life Carry Nation worked to help others by providing food and clothing to the poor, serving as jail evangelist in Medicine Lodge, taking in people who had no place to go, and opening up a home for abused wives and their children in Kansas City. Carry Nation and her family lived very spartan lives as she gave much away to those in need. In Medicine Lodge her charitable acts gained her the name "Mother Nation."
   - Believed that alcohol destroyed families - Like many reformers of her day Nation felt that alcohol destroyed families as men spent their time and money on drink instead of on feeding and clothing their families. (Often men were the primary source of financial support for most families at this time.) Alcohol also made some people physically abusive to their family.
   - Alcoholic drinks were illegal in Kansas beginning in 1881 - Prohibition had been a topic of serious political discussion in Kansas since before statehood. Kansas became the first state to adopt a prohibition amendment in 1880 with laws going into effect the following year. Prohibition laws were ignored more than enforced, and reformers such as Carry Nation decided that if the government was not going to enforce the laws they would.
   - Women did not have right to vote - During the years Carry Nation was active in the prohibition movement women did not have the right to vote. Kansas women were granted equal suffrage in 1912, eight years before national suffrage and one year after Nation's death. Without the vote as a means of making changes in society many female reformers resorted to other means to get their message across. Nation once said, "You refused me the vote and I had to use a

rock."

- Carry Nation moved from persuasion to destroying illegal "materials" - Carry Nation began by using persuasion and prayer to make her point (compare the dates on the two documents to see which event came first). When this approach seemed to fail she began to destroy saloons. (She was by no means the first, last, or only person to do this. There are records of groups of reformers smashing saloons in Kansas during the territorial period in the 1850s.) This phase of her activities lasted only a short time and she turned to spreading her message by lecturing to groups in the United States and Europe.
- Carry Nation often signed her name "Carry A. Nation, Our Loving Home Defender." The image of women as defenders of the home, protecting it from the ravages of alcohol and other vices, was central to the reform movement. Does the class agree or disagree with this portrayal of Carry Nation?

Extended Activities:

Civics & Government:

- Have students compare the options available today for people working for a cause they believe in with those available to Carry Nation.
- Discuss civic values and the influence that people's beliefs and needs have on them.

Geography

- Have students use the legend and scale on a Kansas or county map to calculate the distance between the towns Carry Nation discusses, Kiowa and Medicine Lodge.

Carry Nation: "Our Loving Home Defender"

This excerpt is from Carry A. Nation, *The Use and Need of Carry A. Nation* (Topeka: F.M. Steves & Sons, 1904), p. 49.

This event probably took place sometime in the summer of 1899.

"When I went to Medicine Lodge there were seven dives where drinks were sold. I will give some reasons why they were removed. I began to harass these dive-keepers, although they were not as much to blame as the city officials who allowed them to run....there was Henry Durst, another jointis of long standing who...had accumulated quite a lot of property by this dishonest business.... Mrs. Elliott a good Christian woman, came to my home crying bitterly and between sobs told me, that for six weeks her husband had been drinking at Durst's bar, until he was crazy. She had been washing to feed her three children and for some days had nothing in the house but cornbread and molasses. She said that her husband had come in, wild with drink and run his family out and kicked over the table and she said: 'I came to you to ask you what to do.'

I did not speak a word, for I was too full of conflicting feelings, but I put on my bonnet and Sister Elliott asked me what I was going to do. I told her that I did not know, but for her to come with me. We walked down to Henry Durst's place, a distance of half a mile. I fell down on my knees before the screen and began to call on God. There were five men in there drinking. I was indifferent to those passing the street. It was a strange sight to see women on their knees on the most prominent part of the street. I told God about this man selling liquor to this woman's husband, and told Him she had been washing to get bread, and asked God to close up this den and drive this man out. Mrs. Elliott also prayed. We then told this man that God would hear...if he did not change. In less than two weeks he closed his bar, left his family there, and went to another state. His property was sold gradually and he never returned, except to move his family away, and I heard afterwards he was reduced to great poverty."

Carry Nation: "Our Loving Home Defender"

This excerpt is from Carry A. Nation, *The Use and Need of Carry A. Nation* (Topeka: F.M. Steves & Sons, 1904), p. 60-62.

"I got a box that would fit under my buggy seat, and every time I thought no one would see me, I went out in the yard and picked up some brick-bats, for rocks are scarce around Medicine Lodge, and I wrapped them up in newspapers to pack in the box under my buggy seat...

I hitched my horse to the buggy, put the box of 'smashers' in, and at half past three o'clock in the afternoon, the sixth of June, 1900, I started to Kiowa.... I got there at 8:30 P. M. and stayed all night with a friend. Early next morning I had my horse put to the buggy and drove to the first place, kept by Mr. Dobson. I put the smashers on my right arm and went in. He and another man were standing behind the bar.

I said: 'Mr. Dobson, I told you last spring...to close this place, and you didn't do it. Now I have come with another remonstrance. Get out of the way. I don't want to strike you, but I am going to break up this den of vice.'

I began to throw at the mirror and the bottles below the mirror. Mr. Dobson and his companion jumped into a corner, seeming very much terrified. From that I went to another saloon, until I had destroyed three, breaking some of the windows in the front of the building. In the last place, kept by Lewis, there was quite a young man behind the bar. I said to him: 'Young man, come from behind that bar. You mother did not raise you for such a place.' I threw a brick at the mirror, which was a very heavy one, and it did not break, but the brick fell and broke everything in its way. I began to look around for something that would break it. I was standing by a billiard table on which there was one ball. I said: 'Thank God,' and picked it up, and threw it and it made a hole in the mirror.

The other dive keepers closed up, stood in front of their places and would not let me come in. By this time, the streets were crowded with people; most of them seemed to look puzzled....

I stood in the middle of the street and spoke in this way: 'I have destroyed three of your places of business, and if I have broken a statute of Kansas, put me in jail; if I am not a law-breaker your mayor and councilmen are. You must arrest one of us, for if I am not a criminal, they are.'

One of the councilmen, who was a butcher, said: 'Don't you think we can attend to our business.'

'Yes,' I said, 'You can, but you won't....I know you have manufactured many criminals and this county is burdened down with taxes to prosecute the results of these dives. Two murders have been committed in the last five years in this county, one in a dive I have just destroyed. You are a butcher of hogs and cattle, but they are butchering men, women and children...and the

Document 2, page 2

mayor and councilmen are more to blame than the jointist, and now if I have done wrong in any particular, arrest me.' When I was through with my speech I got in my buggy and said: 'I'll go home.'

The marshal held my horse and said: 'Not yet; the mayor wishes to see you.'

I drove up where he was, and the man who owned one of the dive-buildings I had smashed was standing by Dr. Korn, the mayor, and said: 'I want you to pay for the front windows you broke of my building.'

I said: 'No, you are a partner of the dive-keeper and the statutes hold your building responsible. The man that rents the building for any business is not better than the man who carries on the business, and you are 'particepts criminus' or party to the crime.' They ran back and forward to the city attorney several times. At last they came and told me I could go."

Name _____

Carry Nation: "Our Loving Home Defender"

1) What is the title of the book this piece is taken from? _____

_____

2) Who wrote it? _____

3) What type of book is this? _____

4) When was it written? _____

5) When and where did the event described take place? (Locate the town on a Kansas map.)

_____

6) Carry Nation believed that the sale and use of alcohol was wrong. Can you find an example showing why she felt this way? If so, please explain. _____

_____

_____

7) Who did Carry Nation hold responsible for the fact that the dives were open and selling liquor? Why? (Remember that at the time this incident took place it was illegal to make, transport, and sell alcohol in Kansas.) _____

_____

8) What did she do to try and close down the joint or dive? _____

_____

_____

9) In the sto[illegible]d Carry Nation succeed in doing what she wanted to do? Why or why not?

_____

_____

10) If Carry Nation's main goal was to rid Kansas of alcohol entirely do you feel she succeeded? Why

_____

or why not? _____

Answer Key for Document 1

Carry Nation: "Our Loving Home Defender"

1) What is the title of the book this piece is taken from? ***The Use and Need of Carry A. Nation***

2) Who wrote it? **Carry A. Nation**

3) What type of book is this? **Autobiography**

4) When was it written? **1904**

5) When and where did the event described take place? (Locate the town on a Kansas map.)

Summer of 1899 Medicine Lodge, Kansas

6) Carry Nation believed that the sale and use of alcohol was wrong. Can you find an example showing why she felt this way? If so, please explain. **Yes. She felt alcohol was to blame for the problems in Mrs. Elliott's home: Mr. Elliott spent 6 weeks drinking (which cost money), he came home "wild" (violent), Mrs. Elliott took in work to help support the family but there was still not enough food to feed her and their 3 children.**

7) Who did Carry Nation hold responsible for the fact that the dives were open and selling liquor? Why? (Remember that at the time this incident took place it was illegal to make, transport, and sell alcohol in Kansas.) **The dive owners and the city officials. Dive owners were operating an illegal business. The city officials allowed them to do this even though it was within their power to close up businesses operating illegally.**

8) What did she do to try and close down the joint or dive? **Initially she harassed the dive owners. Later, with Mrs. Elliott, she kneeled in the street in front of Henry Durst's dive and prayed.**

9) In the story, did Carry Nation succeed in doing what she wanted to do? Why or why not?

Yes. Henry Durst closed his dive and moved away from Medicine Lodge.

10) If Carry Nation's main goal was to rid Kansas of alcohol entirely do you feel she succeeded? Why or why not? **No. The prohibition laws in Kansas were never really enforced. Today it is legal to buy, sell, trade, and manufacture alcohol throughout much of Kansas and the**

United States.

Answer Key for Document 2

Carry Nation: "Our Loving Home Defender"

1) What is the title of the book this piece is taken from? ***The Use and Need of Carry A Nation***

2) Who wrote it? **Carry A Nation**

3) What type of book is this? **Autobiography**

4) When was it written? **1904**

5) When and where did the event described take place? (Locate the town on a Kansas map.)
June 1900 It began in Medicine Lodge and ended in Kiowa.

6) Carry Nation believed that the sale and use of alcohol was wrong. Can you find an example showing why she felt this way? If so, please explain. **She feels alcohol and the dives create criminals. She talks of one murder committed in a dive. She also speaks of taxpayers having to pay to prosecute "the results of these dives."**

7) Who did Carry Nation hold responsible for the fact that the dives were open and selling liquor? Why? (Remember that at the time this incident took place it was illegal to make, transport, and sell alcohol in Kansas.) **She blames the mayor, councilmen, jointist, and landlord. Mr. Dobson, the jointist was selling alcohol. The landlord she felt was a partner in "crime" as had rented the building to Mr. Dobson. The mayor and councilmen she said "are more to blame than the jointist" because they allow the illegal activity to go on in their town. She feel they wouldn't do their job.**

8) What did she do to try and close down the joint or dive? **The previous spring she had talked to Mr. Dobson, the joint owner, and told him to close his place. In June of 1900 she smashed up his business using the brick-bats (pieces of hard material like bricks).**

9) In the story, did Carry Nation succeed in doing what she wanted to do? Why or why not?
We don't know.

10) If Carry Nation's main goal was to rid Kansas of alcohol entirely do you feel she succeeded? Why or why not? **No The prohibition laws in Kansas were never really enforced. Today it is legal to buy, sell, trade, and manufacture alcohol throughout much of Kansas and the**

United States.

Smasher's Mail

Grades 7-9

This lesson correlates to the Kansas Curricular Standards in the following areas:
Kansas History -Eighth Grade
Benchmark 5, Indicator 2 - The student explains the reasons for the prohibition campaign of Carry A. Nation.
Benchmark 8, Indicator 8 - The student examines historical documents, artifacts, and other materials of Kansas history and analyzes them in terms of credibility, purpose, perspective, or point of view.

Reading - Eighth Grade
Benchmark 1 - The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.
Benchmark 5 - The proficient reader draws conclusions supported by the text.

Literature Response - Eighth Grade
Benchmark 2, Indicator 4 - The students apply criteria of evaluation such as author's intent and appropriate audience.

Advance Preparation:

1) Make copies of Document 3, *Smasher's Mail,* and Worksheet 3, *Smasher's Mail,* for each student.
2) Read the Historical Background material at the beginning of this packet and Document 3, *Smasher's Mail.*

Activity:

1) Review Historical Background information with students.
2) Hand out Document 3, *Smasher's Mail,* and have students read it.
3) Hand out Worksheet 3. Have students use the document to complete the worksheet in preparation for a class discussion.
4) Lead a discussion of the document focusing on its relationship to Carry Nation and her activities, perceptions of her by her peers, and the students' views on Carry Nation. Have them compare their twenty-first century point of view with the nineteenth-century view found in the letter.

Vocabulary:

Good class — That portion of society whose lives conform to a standard of behavior considered right by the writer.

Low class — That portion of society whose lives conform to a standard of behavior considered wrong by the writer.

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Smasher's Mail A newsletter edited and published by Carry Nation beginning in March 1901.

Temperate Refers to the moderate to nonexisting use of alcoholic beverages.

Extended Activities:

Creative Writing Activity:

- Have students write a response to this letter from Carry Nation.

Civics and Government:

- Compare the temperance movement and Carry Nation's actions with social movements today (e.g., hand-gun control or dress codes in school). Examine the similarities and differences in thes movements. Discuss the movements in terms of individual rights vs. promoting the common good

MY HUSBAND "A DRUNKARD.

March 2, 1901.

Dear Friend:

Mrs. Nation I c.ll you a friend, because you have done our state a great favor. I am a poor woman. My husband is a drunkard, and ain't all drunkard's wives poor? I have eight children, and do hope your good work will go on so that the children, mine and everybody's, will be free from liquor, for its ruin to all that take it. I am strictly temperate, and my boys are so far, but they have such bad influence all around them that I can't tell how soon they will fall in the trap that is set to ruin all moral people. If I had known that you would be in Kansas City, Kan., last week I surely would have talked with you, if you had permitted me to do so. I saw you when you spoke in Missouri. I know you are right, thou' you are condemned by a low class of people. All the good class of people praise you, and I praise you all that is in my power to do. I do wish you could be here with us for a few days. I will go with you and help with all my strength to destroy all kinds of drinks, and there is plenty here that will go if we had a leader. I would lead myself only on account of my little children. I am afraid I might be put in jail so long that they might suffer. I am not afraid for myself, for I have endured all kinds of trouble through doing, but has been by my children to defend them all I could. Do you think you will ever come here to help us? If you do I will be glad to meet you at the depot and bring you home with me and treat you the best I can and as I have said I am poor and poorly fixed but you are welcome to the best I can possibly provide and if you come to Kansas City, Kan., again I hope to see you and may be your advice would enable us in some way to clean our town of saloons All or most all of our officers are in favor of saloons, so they won't do any thing against them and I am sure a Hatchet and club is the only think that will stop them. Well I must close by wishing you success. Yours Respectfully

MRS. JANE McNUTT.

Kansas City, Kan.

303 Perry st.

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MY HUSBAND A DRUNKARD

March 2, 1901

Dear Friend,

Mrs. Nation I call you a friend, because you have done our state a great favor. I am a poor woman. My husband is a drunkard, and ain't all drunkard's wives poor? I have eight children, and do hope your good work will go on so that the children, mine and everybody's, will be free from liquor, for tis ruin to all that take it. I am strictly temporate, and my boys are so far, but they have such bad influence all around them that I can't tell how soon they will fall in the trap that is set to ruin all moral people. If I had known that you would be in Kansas City, Kan., last week I surely would have talked with you, if you had permitted me to do so. I saw you when you spoke in Missouri. I know you are right, thou' you are comdemned by a low class of peopue [*sic*]. All the good class of people praise you, and I praise you all that is in my power to do. I do wish you could be here with us for a few days. I will go with you and help with all my strength to destroy all kinds of drinks, and there is plenty here that will go if we had a leader. I would lead my self only on account of my little children. I am afraid I might be put in jail so long that they might suffer. I am not afraid for my self, for I have endured all kinds of trouble through dring [*sic*], but has been by my children to defend them all I could. Do you think you will ever come here to help us? If you do I will be glad to meet you at the depot and bring you home with me and treat you the best I can and as I have said I am poor and poorly fixed but you are welcome to the best I can possibly provide and if you come to Kansas City, Kan., again I hope to see you and may be your advice would enable us in some way to clean our town of saloons all or most all of our officers are in favor of saloons, so they won't do any thing against them and I am sure a hatchet and club is the only think [*sic*] that will stop them. Well I must close by wishing you success.

Yours Respectfully
MRS. JANE McNUTT
Kansas City, Kan.

Glossary:

Good class	That portion of society whose lives conform to a standard of behavior considered right by the writer.
Low class	That portion of society whose lives conform to a standard of behavior considered wrong by the writer.
[*sic*]	Indicates the spelling error was taken directly from the original document.
Smasher's Mail	A newsletter edited and published by Carry Nation beginning in March 1901.
Temperate	Refers to the moderate to nonexisting use of alcoholic beverages.

Smasher's Mail

1) Who wrote this piece? _____

2) What type of document is this? _____

3) When was it written? _____

4) Who was intended to read this document? _____

5) What was the economic level of the writer? _____

6) From reading this document what do you know about the writer's husband and the impact of his actions on his family? _____

_____

_____

7) Prohibition made the sale of liquor illegal in Kansas. Does the writer feel this law was enforced in Kansas City ? Why did she feel this way? _____

_____

_____

8) The writer says she believes Carry Nation has "done our state a great favor." To what was the writer referring? How did she feel Carry Nation's actions would benefit her family and children in general? _____

_____

_____

_____

_____

9) The person writing this letter was a woman. List three ways her life in 1901 was different from the life of the average woman in the United States today. Consider how these differences might make the way she dealt with her husband's drinking different from that of a woman today.

a) _____

b) _____

c) _____

Answer Key for Document 3

Smasher's Mail

1) Who wrote this piece? **Mrs. McNutt of Kansas City, Kansas**

2) What type of document is this? **A letter that appeared in the *Smasher's Mail* newspaper**

3) When was it written? **March 2, 1901**

4) Who was intended to read this document? **Mrs. Nation (Carry Nation)**

5) What was the economic level of the writer? **She is poor.**

6) From reading this document what do you know about the writer's husband and the impact of his actions on his family? **He's drunk fairly often and his drinking impacts on the economic level of the family. His wife says she has "endured all kinds of trouble through dring (*sic*)."**

7) Prohibition made the sale of liquor illegal in Kansas. Does the writer feel this law was enforced in Kansas City ? Why did she feel this way? **No. She says all, or most, of their officers are in favor of saloons. They don't do anything against them (to close them).**

8) The writer says she believes Carry Nation has "done our state a great favor." To what was the writer referring? How did she feel Carry Nation's actions would benefit her family and children in general? **She's referring to Carry Nation's smashing of saloons and destroying of "drinks." She feels the enforcement of prohibition laws would help. "I am sure a hatchet and club is the only think (*sic*) that will stop them." She wants all children to be free from liquor because liquor is the "ruin to all that take it." Her husband's drinking caused her family many hardships.**

9) The person writing this letter was a woman. List three ways her life in 1901 was different from the life of the average woman in the United States today. Consider how these differences might make

the way she dealt with her husband's drinking different from that of a woman today.

Answers might relate to differences in communication, transportation, suffrage (right to vote), the ability and need to work outside the home, the availability of services for poor families or abused women, the lack knowledge about how alcohol affects the body and programs to deal with alcohol and drug addictions, etc.

Individual Rights and the Law

Grades 10-12

This lesson correlates to the Kansas Curricular Standards in the following areas:

Civics and Government - Twelfth Grade

Benchmark 2, Indicator 2 - The student describes how citizens' responsibilities require subordination of their personal rights and interests for the public good (e.g., justice, fairness, equity).

Benchmark 2, Indicator 4 - explains the importance of shared political and civic values and beliefs to the maintenance of a government by constitution in a diverse American society (i.e. freedoms and responsibilities with the Bill of Rights, civil rights amendments and other documents related to our government by constitution).

United States History - Eleventh Grade

Benchmark 4, Indicator 6 - The student describes the various social conflicts that took place in the early 1920s (i.e.,...Prohibition)

Reading - Eleventh Grade

Benchmark 4, Indicator3 - The students synthesize prior knowledge from multiple sources to assist in understanding and evaluating the text.

The purpose of this lesson is not to judge Carry Nation but rather to think about our understanding of the rights we have as citizens of the United States. Carry Nation is the vehicle used to do explore the issue of individual rights and when these should become subordinate to the common good of al citizens Carry Nation lived in a very different world from ours. She lived in a time when women did not have equal suffrage, when much less was known about chemical dependency, and when there were far fewer places to turn for assistance with social problems. Her views are based in part on the accumulated knowledge and research of her time period. Yet studying the views and actions of Carry Nation and others in our history is important. They brought us to where we are today just as our views and actions will help create our nation's future.

Advance Preparation:

1) Review the Historical Background material at the beginning of this packet and Document 4, "Individual Rights and the Law."
2) Decide if you want to review the Historical Background material with the class or have them read it themselves. Consider using it as preparatory homework. Make copies accordingly.
3) Make a copy of Document 4 and Worksheet 4 for each student.

Vocabulary:

Civic Values Principles and beliefs that people in a society hold in common for common purposes.

Liberty 1) The ability to act, speak, or think the way one pleases.

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2) Freedom from another's control.

Activity:

1) Review the Historical Background material with the class.

2) Have students read Document 4, "Individual Rights and the Law" and complete Worksheet 4.

3) Lead a discussion. Use Worksheet 4 to help the students understand Carry Nation's views on prohibition and why she felt a law prohibiting liquor was more important then individual rights.

4) Have the class compare their understanding or interpretation of the freedoms guaranteed in the Declaration of Independence with Nation's.
   - What does the Declaration of Independence guarantee its citizens? What does liberty mean?
   - Are the freedoms, or liberties, of the Declaration of Independence gained by denying people the opportunity to do wrong? What does "wrong" mean? Who has the responsibility of deciding what is "wrong?"
   - Does citizenship require us to make sure other people obey laws? Why or why not? If we don't have this responsibility who does?
   - What are our responsibilities as citizens in regard to these freedoms and liberties?
   - Where is the line between individual rights and subordinating these rights in the interest of publ good? In a country as ethnically diverse as the United States how do we agree on where this line falls? What is considered "wrong" to one ethnic or religious group may be culturally important to another. With such diversity do shared political and civic values and beliefs offer a common ground?

5) Relate this discussion to topics relevant to contemporary society (i.e., the rights of tobacco smokers as compared with the rights of non-smokers, the issue of gun control, the question of dress codes in schools). Do all people and organizations in the United states interpret the Declaration of Independence, Bill of Rights, U.S. Constitution, etc. the same? If not, are their differences reconciled? If so how? If not, should they be?

Individual Rights and the Law

The following excerpt is from the first edition of Carry A. Nation's autobiography. By 1904 Carry Nation had gained national recognition. Her autobiography provided her with a place to speak of her life and causes, a forum to explain her beliefs, and a means to raise funds to support her work.

"Hear the language of the Declaration of Independence: 'We hold these truths to be self evident, that all men are created free and equal, that they are endowed by their creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness, that to secure these rights, governments are instituted among men deriving their just powers from the consent of the governed.' The licensing of intoxicating drink results in suicide and murder, whether or not the saloon keeper or state be held responsible. Some one is. Why? The man who consents to or aids by his vote is most criminal. It is said that drink kills a man in a minute. Suppose that we had a war that killed a man every five minutes. Would there not be howling for an end of bloodshed. This is more than ten times worse, for the soul is more valuable than the body.

Freedom or liberty in animals is following instinct and underlying appetite. Not so with man; to th reverse. It is the freedom of conscience and will, from the bondage of ignorance of the person, the gratification of appetite and passion. The body is a good servant, but a tyrant when it is master. A man must be master or slave.... Liberty or freedom is only attained by prohibition of opportunity to do wrong to ourselves or allow any one else to do so. Citizenship not only requires one to obey law but must see that others do so also."

Carry A. Nation, *The Use and Need of The Life of Carry A. Nation.* (Topeka: F.M. Steves & Sons, 1904), p. 130-31.

Name _____

Individual Rights and the Law

1) Who wrote this piece and when was it written? _____

2) Why was it written? _____

3) Does this piece provide an explanation of why the author supports prohibition? If so, what is it?

4) In the author's opinion, who is responsible for the problems associated with the sale and consumption of alcohol? _____

_____

5) What does she mean by "The man who consents or aids by his vote is most criminal"? ___

_____

_____

6) In the author's view, how do citizens attain the freedom granted them in the Declaration of Independence? _____

_____

7) How does Carry Nation define freedom? _____

_____

_____

8) What is the relationship made here between the Declaration of Independence and prohibition?

_____

_____

_____

9) In the author's view what does citizenship require of us in terms of law enforcement?____

_____

10) Do you agree or disagree with the author's views of citizenship in regard to the freedoms and liberties granted in the Declaration of Independence? Why or why not? _____

Individual Rights and the Law

1) Who wrote this piece and when was it written? **Carry Nation**

2) Why was it written? **To explain her views on prohibition and how the Declaration of Independence supports these views.**

3) The author supports prohibition. Does this piece provide some explanation of why? If so what are they? **Yes. Alcohol results in suicide and murder, and controlling its availability is the solution.**

4) In the author's opinion, who is responsible for the problems associated with the sale and consumption of alcohol? **The person selling the alcohol, the state (government) that allows it to be sold, and the voter who condones its use through his vote.**

5) What does she mean by "The man who consents or aids by his vote is most criminal"? **"Man" because this was written before women had equal suffrage. Through their vote citizens have the ability to influence decisions made by the local, state, and national governments.**

6) In the author's view, how do citizens attain the freedom granted them in the Declaration of Independence? **Carry Nation felt freedom can only be achieved by prohibiting the opportunity to harm yourself or others.**

7) How does Carry Nation define freedom? **Freedom is your ability to make your wants subordinate to what is 'right.' (Example: Being allowed to eat the 10 candy bars you want before lunch because you want to is not freedom.) Freedom is the ability to exert control over your wants or desires. This makes you free from the bondage of animal instinct.**

8) What is the relationship made here between the Declaration of Independence and prohibition? **The Declaration of Independence guarantees liberty which Carry Nation defines as freedom. The government gets its power from the voter (the "governed"). Voters then can influence the government's legislation of alcohol. Since she felt alcohol was bad, or wrong,**

this would give citizens the liberty, or freedom, guaranteed by the Declaration of Independence.

9) In the author's view what does citizenship require of us in terms of law enforcement? **Citizens must not only obey the laws, but they are also responsible for making sure others obey the laws.**

10) Do you agree or disagree with the author's views of citizenship in regard to the freedoms and liberties granted in the Declaration of Independence? Why or why not? _____

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